

# Curriculum Handbook

Grades 4-8

2019-2020

Lower & Middle School

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**201-818-8873**

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## **FOREWORD**

This booklet has been prepared to explain the curricular offerings at Sage Day Middle School and to assist students in planning their program for the coming year.

Sage Day recognizes that students have individual needs and interests. The design of our program is to provide for the opportunity to plan an individual pattern of studies which takes into consideration the interests and abilities of each student. It also provides for study in subjects necessary for a broad general background.

As students progress through their educational career there should be many opportunities to explore and experience a variety of courses. In this way the student can determine which areas they wish to delve into more thoroughly. The individual program students develop will enable them to work toward achieving their educational, occupational, and personal goals.

## **THERAPEUTIC SERVICES**

The therapeutic services at Sage Day provide a unique opportunity for students to improve their relationships with peers and family members and deepen their understanding of how their emotions help or hinder their ability to succeed academically and socially. The treatment continuum is intensive and consists of 2 individual therapy sessions of 30 minutes per week, 2 group therapy sessions of 45 minutes per week, 1 family therapy session of 45 minutes per week and immediate crisis intervention for acute episodes of emotional stress. Many of our students have been in therapy prior to attending Sage Day. We encourage this to continue and will coordinate our efforts with those professionals who are providing treatment. Group and individual sessions are conducted during the academic portion of the day. Group therapy is held during the day on either Monday and Thursday or Tuesday and Friday. Individual therapy is conducted during the academic periods in the morning. Any academic content or material missed while attending therapy is given to the students at another time or reinforced during the next class period.

The overall goal of treatment is to identify and reduce the internal and external conflicts that impede a student's ability to realize their potential and to provide each student with insight to know and understand who they are and what they want to become. The Sage Day clinical team, school district, student, and family collaborate to assess, separate and clarify the biological and emotional stressors from the developmental tasks of adolescence, which can pose as pathology. To accomplish this, appropriate expectations can be put in place of those that generate overwhelming feelings of anxiety, depression and social phobias. Although the challenge of change is a necessary yet difficult and at times painful process, the intensity and professionalism of the therapeutic services at Sage Day serves as a reliable and nurturing environment in which students and their families can grow together.

## **STUDENT COUNCIL**

A president, vice-president, secretary and treasurer and representatives are selected by an election held in the beginning of the year after a week of campaigning. The student council is responsible for organizing holiday parties, making recommendations to the administration about activities and providing suggestions to improve the school. The student council is actively involved in charity work raising money to donate to various organizations throughout the year.

## **TECHNOLOGY SERVICES**

Sage Day has implemented a technology program that we believe enhances our student's educational performance. This includes one to one technology using chromebooks and laptops as well as web based software to give students, teachers, administrators, and parents' access to their individualized learning environment in the school, community or home.

Sage Day offers the following features for all students, teachers, administrators and parents:

- Google Apps for Education (GAFE) that provides every student with an electronic collection of his or her achievements, assessment, and feedback.
- All may surf the Internet in a safe and appropriately filtered environment.

Our technological goal for Sage Day is to use these resources to help our students, teachers and parents become more involved in the learning process.

### **Computer Usage:**

Sage Day Schools provides computer equipment, computer services and Internet access to its pupils and staff for educational purposes only. The purpose of providing technology resources is to improve learning and teaching. Network access is provided to conduct research and to communicate with others solely for education related applications.

Use of the school computers is a privilege. All students and staff have access to the internet through the Sage Day network. Technology, computers, networks and resources, shall require employees to sign a Blogging & Social Network Policy, and require employees and students, together with their parents or legal guardian (s) if they are under the age of 18, to sign a Technology & Media Agreement.

Students are responsible for appropriate behavior on the Sage Day network and computers. Computer storage areas shall be treated in the same manner as other school storage facilities. Administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on Sage Day servers will always be private.

Within reason, freedom of speech and access to information will be honored. However, behavior including but not limited to the following are prohibited:

- Sending or displaying offensive messages or pictures;
- Using obscene language and/or accessing visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;
- Using or accessing visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;
- Using or accessing visual depictions that are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
- Depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors;
- Harassing, insulting or attacking others;
- Damaging computers, computer systems or chromebooks;
- Violating copyright laws;
- Using another's password;
- Trespassing in another's folders, work or files;
- Intentionally wasting limited resources;
- Employing the Sage Day network or computers for commercial purposes/ and/or
- Engaging in other activities that do not advance the educational purposes for which the Sage Day network and computers are provided.

Students will use computers under the following conditions:

1. Students will use computers only under staff supervision.
2. Students are to log in using only their own username and password.
2. Food / drinks of any kind are not allowed at any computer workstation.
  3. Students are prohibited from altering computer hardware or formatting. computer hard disks
  4. Any student who vandalizes computer hardware or software will be held financially responsible.

5. Any student suspected of vandalizing computer equipment in any way will have their computer privileges suspended or revoked.
6. Any student who misuses computer equipment by accessing inappropriate internet sites, sending vulgar, harassing, or abusive emails, engaging in excessive printing, accessing Google using another person's user name, tampering with computer formatting or hardware, or any other inappropriate use of the Sage Day computers will be subject to loss of privileges or will be held financially responsible for any damage caused and may be subject to legal action if engaging in illegal or harassing behavior.
7. Unless a teacher specifies otherwise, computers should not be turned off.

#### **Electronic Devices:**

1. The use of digital and electronic devices such as cell phones, tablets, mp3 players, CD and DVD players, be allowed for educational purposes as defined by a staff member.
2. The staff reserves the right to confiscate and review contents on any digital or electrical device for appropriateness.
3. That repeated misuse of any electronic or digital device which includes use during class not related to educational purposes, inappropriate content and failure to comply with a request to put the device away will result in it's being confiscated and returned at the end of the day. After the fourth offense the device will be returned only to a parent/guardian.
4. The use of texting on mobile devices/phones is only permitted for educational reasons.
5. Sage Day is not responsible or libel for any electronic device brought to school.

#### **Electronic Mail:**

Electronic mail (E-mail) is an electronic message sent by or to a member in correspondence with another person having Internet mail access. All messages sent and received on the Sage Day email system must have an educational purpose and are subject to review. Users are expected to remove old messages within fifteen days. Sage Day reserves the right to cooperate fully with local, state and federal officials in any investigation concerning or relating to any e-mail transmitted on the Sage Day system.

## **COMMUNITY EXPERIENCES**

Sage Day Middle School attends field trips throughout the year. These field trips incorporate not only academics but physical and social growth as well. To begin the year at the middle school, the entire student body and staff attend a field trip to Funplex where they actively participate in team building activities. Middle school educational field trips have included Liberty Science Center, Intrepid and the Museum of Natural History. The students are also offered a variety of trips that focus on physical education, including ice-skating. For an end of the year trip, students go to Point Pleasant Beach for the day as well as an end-of-year picnic.

## STUDENT SCHEDULING AND COURSE PLANNING GRADES 4-8

### Sample of a Typical Middle School Student Schedule

	Grade 4-6	Grade 7	Grade 8
<b>PERIOD 1</b>	Math	English	Mathematics
<b>PERIOD 2</b>	Science	Social Studies	Science
<b>PERIOD 3</b>	Language Arts	Science	Social Studies
	Break	Break	Break
<b>PERIOD 4</b>	Phys Ed	Math	English
<b>PERIOD 5</b>	Lunch	Group Therapy (2 x week throughout year) Character Ed, PBL and Health	Group Therapy (2 x week throughout year), Writing Workshop, PBL and Health
	Homeroom	Homeroom	Homeroom
<b>PERIOD 6</b>	Group Therapy (2 x week throughout year), Art, Music or Media	Lunch	Lunch
<b>PERIOD 7</b>	Learning Strategies	Phys Ed	Cycle
<b>PERIOD 8</b>	Social Studies	Cycle	Phys Ed

7<sup>th</sup> grade cycle classes are public speaking, music and art

8<sup>th</sup> grade cycle classes are music, art and financial literacy

## ACADEMIC POLICIES

### **Grade Determination:**

The scholastic year is divided into four marking periods. The table below indicates how marking period grades are weighted in calculating final grades.

Marking Period	Percentage of Final Grade
1 <sup>st</sup> marking period	25%
2 <sup>nd</sup> marking period	25%
3 <sup>rd</sup> marking period	25%
4 <sup>th</sup> marking period	25%

*Amended June 2012*

### **Explanatory Comments:**

Comments included with the academic grade serve to clarify a student's accomplishments in a given marking period. A student with the appropriate scholastic success may be considered to receive academic honors providing all comments provided by teachers are satisfactory.

### **Cumulative Grade Criteria:**

The four marking period grades will be averaged into a final cumulative end of year grade.

### **Marking Period Grade Criteria: Academic Courses:**

Academic grades are weighted as follows

- 35% Tests, Projects
- 25% Quizzes and Assessments
- 25% Participation\*
- 15% Homework

These grading criteria and percentages are to be used for every academic course without exception.

*Amended June 2012*

\*Note: Participation is regarded holistically. Students who are hesitant to speak or answer questions aloud should not be penalized for "lack of participation."

### **Grade Criteria: Elective, Cycle & Physical Education Courses**

In general, elective and physical education grades should be weighted as follows:

- 25% Preparation
- 25% Participation
- 25% Cooperation with group
- 25% Demonstration of skills

*Amended May 2007*

### **Grading System:**

Numerical grades are given at the end of each marking period for individual classes. Credit for courses is given at the end of the school year. A passing grade is **60%** or above. All courses receive numerical grades. The following conversion table may be used to convert numeric to letter grades.

**Grade Conversion Table:**

<u>Range</u>	<u>Grade</u>	<u>Range</u>	<u>Grade</u>
95-100	A	77-79	C+
90-94	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	69-60	D
80-82	B-	Below 60	F

*Amended July 2013*

**Pass / Fail Grading:**

At the discretion of the Course Instructor and the Principal, students may be granted the right for assessment to be calculated on a *Pass / Fail* basis rather than as a numerical measurement.

**Incomplete Grades:**

A teacher may give an incomplete grade for any given term if assignments were not completed and/or tests not taken due to legitimate long-term absences. The work must be completed in a time span which does not exceed the length of the absence. If the work has not been completed within this time limit, the teacher will issue a grade based on work received averaging in grades of zero for any missing work. **Incomplete grades received during the fourth marking period must be made up by the last day of school.**

*Amended June 2012*

**Academic Honesty: Cheating and Plagiarism:**

Sage Day is committed to promoting Academic Honesty in our students. Cheating is considered to be any attempt to gain academic credit for knowledge or work not genuinely a student's own. Plagiarism is the intentional presentation of another's words, research, or ideas as one's own. There are many reasons why students cheat or plagiarize (e.g., haste, anxiety about performance or grades, excessive competitiveness, perfectionism, lack of knowledge of proper paraphrasing or citation technique, lack of knowledge of what constitutes plagiarism, or pure desire to get over). When it is determined that a student has cheated or plagiarized the response shall be as follows:

In the first instance of cheating or plagiarism it is important to:

1. Report incident to Administration, Therapist and Parents.
2. Identify and explore the underlying reasons for the incident.
3. Coordinate specific educational, clinical interventions and disciplinary actions appropriate to the student and situation. Depending on the severity of a first offense and the student's response to discussions with teacher and administrators the Principal may, at his or her discretion, offer the student the opportunity to complete an alternative assignment.
4. Educate the student about cheating and plagiarism.

Consistent with the typical response to cheating and plagiarism, any subsequent instances of plagiarism, or instance of plagiarism committed by a student after she has successfully completed instruction in cheating and plagiarism shall result in a grade of zero (0) for the assigned work and further disciplinary action up to and including in-school suspension may be considered.

*Amended July 2011*

**Promotion Requirements:**

Each student must meet the educational requirements for his/her school district including:

1. **Attendance** that satisfies district and/or Sage Day's attendance requirements.

2. **Course Distribution**, i.e., completion of all required core courses.
3. **Course Proficiency** - successful completion of all courses.

No student will be granted a certificate of promotion until all academic, disciplinary, and/or other procedural obligations have been satisfied. A student with outstanding obligations may take part in commencement exercises. However, a certificate of promotion will not be issued until these obligations have been satisfactorily resolved.

#### **Homework Policy:**

1. Homework counts as **15%** of each marking period grade. Thus, a student who does not complete any homework will not be able to receive a marking period grade higher than 85 for any given academic course.
2. Students are expected to maintain a homework assignment book.
3. Students are expected to hand in completed assignments on time.
4. Students are responsible for any work missed due to **any non-chargeable or chargeable excused absence from class**.
5. Students failing to turn in homework will be required to attend academic detention or Tutorial classes in order to complete academic assignments.
6. Chronic missing homework assignments may necessitate a meeting between staff, student, parents, and administration.

#### **Academic Support:**

Any student can request academic support at any point during the course of the school year. If deemed necessary by the staff, a student may also be assigned to receive academic support in the form of assistance from the Resource Center teachers.

#### **Progress Reporting: Academic Progress Reports:**

Progress reports will be available online (at the mid-point of each marking period) to inform parents of student's progress in each academic subject.

#### **Progress Reporting: Report Cards:**

Report cards are issued four (4) times per year. Please refer to the academic calendar for the report card schedule. Report cards will be available online using the parent portal of PowerSchool.

#### **Parent -Teacher Conferences**

Parent-Teacher conferences are scheduled twice each school year. The specific dates for each year are indicated on the Academic Calendar. Parents will be given a scheduled appointment for ten (10) minute consultation with the teacher in each academic subject area and report cards will be issued. If there is an issue that requires further discussion, parents may make an appointment with the Principal and/or Clinical Director. Please note that all conferences with staff and Administration will be conducted **by appointment only**.

#### **Changes in Academic Course Selection:**

A student must make an appointment with the Principal or Clinical Director in order to request a change in his or her academic schedule.

#### **Extended Year Program:**

The Extended Year Program is five weeks in duration each summer. It is open to all students who have completed grades 3-7. Classes are held daily from 9:00 AM - 12:00 PM. Students are required to attend group therapy sessions twice weekly.

All students may attend this program for the purpose of enrichment. At the discretion of the administration and sending school district, some students may attend for credit to make up a grade of F when needed for graduation purposes. Students and parents should contact the administration for further information.

Students may not earn credits lost due to excessive absences during the school year by attending the Extended Year Program. Attending extended year sessions also cannot alter incomplete grades that subsequently received an F.

#### **Student Records and Confidentiality:**

##### **Notification of Rights under F.E.R.P.A.**

**For Sage Day**

The Family Educational Rights and Privacy Act (F.E.R.P.A.) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day Sage Day receives a request for access. Parents or eligible students should submit to the Clinical Director or designee a written request that identifies the record(s) they wish to inspect. The Clinical Director or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
  
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask Sage Day to amend a record that they believe is inaccurate. They should write the Clinical Director or designee, clearly identify the part of the record they want changed, and specify why it is inaccurate. If school officials decide not to amend the record as requested by the parent or eligible student, Sage Day will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
  
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that F.E.R.P.A. authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Sage Day as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Trustees; a person, company, or school district partnership with whom Sage Day has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. The South Jersey Technology Partnership is an outside party that has been retained as a school official for the purpose of the electronic storage of pupil records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility
  
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Sage Day to comply with the requirements of F.E.R.P.A. The name and address of the Office that administers F.E.R.P.A. are:  
 Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW, Washington, D.C. 20202-5901

## **CURRICULUM DESCRIPTIONS**

### **ENGLISH PROGRAM** **GRADES 4-8**

#### **COURSE: ENGLISH 4** **COURSE DESCRIPTION:**

Language Arts Grade 4 is a study of basic skills and creative reasoning. Included within the scope of this course are studying English grammar and word usage, reading both fiction and nonfiction stories, connecting reading and writing, and writing assignments that reflect key concepts in class as well as applying writing to the students own life experiences.

#### **COURSE: ENGLISH 5** **COURSE DESCRIPTION:**

English 5 provides an in-depth study of basic skills and creative reasoning. Included within the scope of this course are drills in English grammar, reading of both fiction and nonfiction, connecting reading and writing so that students write like readers and read like writers, oral presentations and listening drills. While similar materials will be utilized in all English 5 classes, students will be expected to cover the material with a level of competency appropriate to both age and skill levels. Students extend their understanding of reading, writing and listening and the skills are built on past learning.

#### **COURSE: ENGLISH 6** **COURSE DESCRIPTION:**

English 6 provides an in-depth study of basic skills and creative reasoning. Included within the scope of this course are drills in English grammar, reading of both fiction and nonfiction, connecting reading and writing so that students write like readers and read like writers, oral presentations and listening drills. While similar materials will be utilized in all English 6 classes, students will be expected to cover the material with a level of competency appropriate to both age and skill levels. Students extend their understanding of reading, writing and listening and the skills are built on past learning.

#### **COURSE: ENGLISH 7** **COURSE DESCRIPTION:**

English 7 provides an in-depth study of basic skills and creative reasoning. Students extend their understanding of reading, writing and listening and the skills are built on past learning. Included within the scope of this course are drills in English grammar, reading of both fiction and nonfiction, connecting reading and writing so that students write like readers and read like writers, oral presentations and listening drills. While similar materials will be utilized in all English 7 classes, students will be expected to cover the material with a level of competency appropriate to both age and skill levels.

#### **COURSE: ENGLISH 8** **COURSE DESCRIPTION:**

English 8 provides an in-depth study of basic skills and creative reasoning. Included within the scope of this course are drills in English grammar, reading of both fiction and nonfiction, connecting reading and writing so that students write like readers and read like writers, oral presentations and listening drills. While similar materials will be utilized in all English 8 classes, students will be expected to cover the material with a level of competency appropriate to both age and skill levels. Students extend their understanding of reading, writing and listening and the skills are built on past learning.

## **MATHEMATICS PROGRAM** **GRADES 4-8**

### **COURSE: MATH 4**

#### **COURSE DESCRIPTION:**

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

### **COURSE: MATH 5**

#### **COURSE DESCRIPTION:**

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

### **COURSE: MATH 6**

#### **COURSE DESCRIPTION:**

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

### **COURSE: MATH 7**

#### **COURSE DESCRIPTION:**

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

### **COURSE: PRE-ALGEBRA**

#### **COURSE DESCRIPTION:**

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **COURSE: ALGEBRA**

#### **COURSE DESCRIPTION:**

This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function's approach is emphasized.

## **SCIENCE PROGRAM** **GRADES 4-8**

### **COURSE: SCIENCE 4**

#### **COURSE DESCRIPTION:**

Grade 4 Science is designed to have students explore and have a better understanding of the sciences including: life science, ocean life, the animal kingdom, ecosystems, Earth and its resources, weather and space and basic properties of matter. The students learn about plants, their structure, and the processes of reproduction and photosynthesis. They also study animal structure and adaptations. They are introduced to concepts of ecology. They also learn specifically about the Earth's origins and the Earth's crust during our study of minerals, rocks, and fossils. Students will learn about the study of science through time as well as scientists who have made significant contributions to what we now know about the world around us.

### **COURSE: SCIENCE 5**

#### **COURSE DESCRIPTION:**

Science 5 is a course designed to encourage students to develop a better understanding of the life sciences, physical sciences, and earth sciences. Students will be made aware of the interrelationships of the many disciplines of science. Students will be taking a closer look at ecology, matter, energy, and the changing earth. This is an activities based course in which students will be learning by doing. They will complete activities and labs in which they can make their own observations and take responsibility for their learning. Major topics that will be covered in this course include life science, physical science, and earth science.

### **COURSE: SCIENCE 6**

#### **COURSE DESCRIPTION:**

Science 6 is a course designed to encourage students to develop a better understanding of Earth Sciences. Students will understand and prepare for the Earth's dynamic weather systems and their impact on society. Students will explore the physical forces that act on moving objects. They will learn about the forces in Earth that cause earthquakes and volcanoes. Students will look at the surface of the Earth as well as inside, cause of motion and change in motion. Students will learn to compare and contrast metallic and nonmetallic materials. They will learn about special properties of some minerals and how Earth's surface changes over time.

**COURSE: SCIENCE 7****COURSE DESCRIPTION:**

Science 7 is a course designed to encourage students to develop a better understanding of Life Sciences. Students will be exploring the systems that exist in science and their interactions. Students will be looking at the boundaries of the systems they study and determine the interaction among their parts. This course is a constructivist approach to science, which is rooted, in an activities-based plan. Students will be learning by doing and will complete activities that will let them consider questions about the concepts, make observations and take responsibility for their learning. Students will investigate the biological, chemical and physical interactions and resiliency of ecosystems, with the goal of ensuring successful conservations and restoration efforts. Major topics that will be covered include interactions in the living world. Operation: Resilient Planet puts students on a mission to investigate the health of our environment and discover how to protect our planet's ecosystems. Students will visit some of Earth's most diverse ecosystems to uncover the mysteries of our planet.

**COURSE: SCIENCE 8****COURSE DESCRIPTION:**

Science 8 is a course designed to encourage students to develop a better understanding of the chemical sciences. While focusing on the chemical sciences, students will be made aware of the interrelationship of the many disciplines of science. Students will be taking a closer look at energy, systems and interactions, scale and structure, and stability and change. Students will understand the types, forms and transformation of energy and our global dependence on energy resources to shape an effective strategy for the future. This is an activities based course in which students will be learning by doing. They will complete mission activities and labs in which they can make their own observations and take responsibility for their learning. Major topics that will be covered in this course include electricity and magnetism, atoms and molecules, and our fluid environment.

**SOCIAL STUDIES PROGRAM****Grade 4-8****COURSE: HISTORY 4****COURSE DESCRIPTION:**

Grade 4 History covers essential concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. This enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

**COURSE: HISTORY 5****COURSE DESCRIPTION:**

History 5 covers United States history from the arrival of the earliest Americans to the enacting of the United States Constitution. Through this course all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. In addition, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**COURSE: WORLD HISTORY GRADE 6****COURSE DESCRIPTION:**

Grade 6 World History is designed to expose students to a variety of cultures from prehistoric times through the present. Students will trace the development and diffusion of cultures over time. Through this course, all students will acquire knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. In addition, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**COURSE: U.S. HISTORY I GRADE 7****COURSE DESCRIPTION:**

History 7 covers United States history from the arrival of the earliest Americans to the enacting of the United States Constitution. Through this course all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. In addition, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**COURSE: U. S. HISTORY II GRADE 8****COURSE DESCRIPTION:**

History 8 covers United States history from the presidency of George Washington to the Reconstruction of the South after the Civil War. Through this course all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. In addition, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**HEALTH**  
**GRADES 4-8**

**COURSE: HEALTH 4-6****COURSE DESCRIPTION:**

Grade 4-6 Health is designed to aid students in developing the skills necessary to achieve mental, social, and physical health throughout various life stages. Grade 4-6 Health is an 8-week course taught bi-weekly over the course of a marking period, and is separated into four distinct, but corresponding units. Topics explored in each unit are: Harassment/Intimidation/Bullying; Communication Skills; Building Healthy Relationships; Maintaining Physical and Emotional Health.

**COURSE: HEALTH GRADE 7****COURSE DESCRIPTION:**

Grade 7 Health is designed to aid students in developing the skills necessary to achieve mental, social, and physical health throughout various life stages. Grade 7 Health is an 8-week course taught bi-weekly over the course of a marking period, and

is separated into four distinct, but corresponding units. Topics explored in each unit are: Harassment/Intimidation/Bullying; Nutrition; Personal Hygiene; and Stress Management.

**COURSE: HEALTH GRADE 8**

**COURSE DESCRIPTION:**

Grade 8 Health is designed to aid students in developing the skills necessary to achieve mental, social, and physical health throughout various life stages. Grade 8 Health is an 8-week course taught bi-weekly over the course of a marking period, and is separated into four distinct, but corresponding units. Topics explored in each unit are: Harassment/Intimidation/Bullying; Alcohol, Tobacco, and Drugs; Sex and Reproduction, and Teen Dating Violence.

**PHYSICAL EDUCATION PROGRAM**

**GRADES 4-8**

**COURSE: PHYSICAL EDUCATION 4-8**

**COURSE DESCRIPTION:**

The physical education component involves students' exposure to and participation in activities that foster health enhancing life skills. These skills include improving the students' arm strength, endurance, abdominal strength, flexibility, agility and coordination through participation in activities such as soccer, softball, and basketball. It is also a course designed to allow students to participate in athletic pursuits that can be enjoyed throughout their lives. Emphasis is placed on learning the fundamentals of various fitness activities in a noncompetitive atmosphere.

**CYCLE COURSES**

**GRADES 4-8**

**COURSE: ART**

**COURSE DESCRIPTION:**

Art is a course designed to give a student an overview of the art field. All students will use professional supplies for intensive hands on training, as well as theoretical information on art processes. This art course will provide students with the ability to: identify line, colors, shape and texture, develop positive attitudes toward art, develop an appreciation for personal art, encourage lifetime participation in various art activities and determine the job opportunities in various art fields.

**COURSE: MUSIC**

**COURSE DESCRIPTION:**

The objective of this course will be to expose students to music. Students will experience music by listening to both classic and modern recordings. They will also be exposed to hands on music by experimenting with musical instruments. The goal of this class is to inspire aspiring musicians to begin training while allowing other students to be informed and experienced in the many aspects of the art of music.

**COURSE: PUBLIC SPEAKING**

**COURSE DESCRIPTION:**

Public speaking is a 9 week course that meets every day, and is offered to 7<sup>th</sup> grade students. This course will develop and improve public speaking and critical thinking skills. Students will learn strategies to help them become more comfortable speaking in front of others, while preparing presentations of topics of their own choice. Students will learn techniques to control speech anxiety as well as practice structuring and organizing their information.

**COURSE: FINANCIAL LITERACY**  
**COURSE DESCRIPTION**

Financial Literacy is a 9 week course that meets every day, and is offered to 8<sup>th</sup> grade students.

**COURSE: STEM/STEAM** (Science, Technology, Engineering, Art, Mathematics) Grades 7 & 8  
**COURSE DESCRIPTION**

STEM is an integrated program that infuses skills from science, math and engineering and is facilitated through the use of various technological applications to assist with project development and implementation. STEM is offered as a cycle class to students who have a strong interest in science and mathematics and excel in those areas.

**ACADEMIC SUPPORT**  
**GRADES 4-8**

**COURSE: ACADEMIC SUPPORT**  
**COURSE DESCRIPTION:**

This course allows students to work independently on homework, class work, projects and preparing for tests. Organization and tutoring may be available to the students during this class. Emphasis will be on improving study skills and work habits.

**CLUBS**  
**GRADES 4-8**

*CLUB OFFERINGS WILL BE DETERMINED BASED ON STUDENT INTEREST.*

**ART STUDIO**

**SPORTS CLUB**

**BOOK CLUB**

**VIDEO CLUB**

**CHESS CLUB**

**JAM BAND CLUB**